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ABSTRACT

This document is a guide that maps student progress in a seventh- or eighth-grade general music class. Growth is based on music concepts learned through singing, listening, playing, and reading. Concepts to be learned include melody, rhythm, harmony, form/style, and expressive qualities. Skills to be developed around each concept fall into three categories: basic, developmental, and extensions. For maximum exposure in the shortest period of time, the guide is designed to introduce skills as follows: 9 weeks--all skills under basic; one semester--all skills under basic and developmental; two semesters--all skills under basic, developmental, and extensions. (DB)

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SO 019 191

Arkansas Public School Course Content Guide

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PURPOSE

This course content guide should provide learners continued sequential growth in music education. This growth is based on music concepts learned by singing, listening, playing and reading. Using previous music experiences as a frame of reference, this course should emphasize skills repertoire development basic to learners at this age grade level.

Basic skills are minimum competencies that all learners are expected to master. For maximum exposure in the shortest period of time, this guide is developed to introduce skills as follows: 9 weeks - all skills under basic; one semester - all skills under basic and developmental; two semeters - all skills under basic, developmental and extensions.

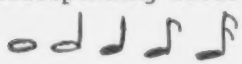
Students should learn to listen for specific points in music. In choosing music for this course, make selections that introduce several skills. For example: "Appalachian Spring", Aaron Copland -- ballet, duple meter, dissonance, homophonic and contrapuntal.

General Music 7th or 8th Grade

MELODY

BASIC	DEVELOPMENTAL	EXTENSIONS
LISTENING		
Identify all major intervals by sound.	Identify all minor intervals by sound.	Identify all augmented and diminished intervals by sound.
Identify melodic patterns shifting in major-minor tonality by listening.	Identify a pentatonic melody.	Identify chromatic melodies.
SINGING*		
Sing tonal patterns and songs with numbers and/or syllables.		
PLAYING		
Play major and minor intervals.	Play ascending and descending major/ minor scales from a given pitch.	Play on melody instruments familiar songs from notation.
MOVING (None)		
CREATING		
Compose a melodic phrase using major intervals.	Compose a melodic sequence using major intervals.	Compose a melodic phrase using minor and/or pentatonic scales.
READING		
Sight-sing a melody from notation.		
Identify the tonic of all major key signatures.	Identify the tonic of all minor key signatures.	

*Singing explained in appendix.

BASIC	DEVELOPMENTAL	EXTENSIONS
LISTENING		
Identify accent groups in triple and quadruple meters.	Distinguish among accent groups in meters 5,7,9,12 in combinations of 2's, 3's, or 4's.	
Respond verbally to demonstrated rhythms in simple patterns of the following notes and corresponding rests:	Respond verbally to demonstrated rhythmic patterns of triplets, dotted and tied notes and corresponding rests.	Respond verbally to demonstrated rhythms in syncopated patterns and 6_8 meter.
SINGING (NONE)		
PLAYING		
Play on melody or percussion instruments simple patterns of the following notes and corresponding rests: 	Play on melody or percussion instruments rhythmic patterns of triplets, dotted and tied notes.	Play on melody or percussion instruments syncopated patterns and 6_8 meter.

BASIC	DEVELOPMENTAL	EXTENSIONS
MOVING		
Conduct patterns in meters 2, 3 and 4.	Conduct patterns in 2, 3, and 4 with recorded examples.	
Clap (or other bodily movements) rhythms in simple patterns of the following notes and corresponding rests:	Clap (or other bodily movements) rhythms in patterns of triplets, dotted and tied notes and corresponding rests.	Clap (or other bodily movements) rhythms in syncopated patterns and 6_8 meter.
CREATING		
Compose a rhythmic phrase in simple meter.	Compose a rhythmic phrase using triplets, dotted and tied notes and corresponding rests.	Compose a rhythmic phrase using syncopation and 6_8 meter. Experiment with unusual metric groupings and complex rhythmic patterns.
READING		
Reproduce simple rhythmic patterns from notation.	Reproduce rhythmic patterns which include triplets, dotted and tied notes and corresponding rests from notation.	Reproduce rhythmic patterns which include syncopation and 6_8 meter.

HARMONY

BASIC	DEVELOPMENTAL	EXTENSIONS
LISTENING		
Distinguish between major and minor triads.	Identify chordal changes in the accompaniment of a familiar song.	Analyze inversions of major and minor traids.
Identify dominant seventh-type chords (optional).		Distinguish among monophonic, homophonic and polyphonic textures.
SINGING		
Sing major chord progressions.	Sing minor chord progressions.	
Sing rounds and partner songs.	Sing 2-part songs.	Sing 3-part songs.
PLAYING		
Build major chords from given roots on melody instruments.	Build minor chords from given roots on melody instruments.	Accompany songs on chording instruments.
MOVING (NONE)		

BASIC	DEVELOPMENTAL	EXTENSIONS
CREATING		
Create by performing (with class members) a melody with consonant, 2-part harmony.	Create by performing (with aid of class members) a simple melody with dissonant, 2-part harmony.	Create by performing (with aid of class members) a simple melody with consonant simple and/or dissonant 3-part harmony.
READING		
Identify I,IV,V,V^7 chord progressions in root position.	Construct a I,IV,V,V^7 chord progression in root progression.	Construct a I,IV,V,V^7 chord progression in inversions.
	Sight-read 2- and/or 3-part songs.	Read and perform chord symbols independently.
		Compare and contrast notated examples of monophonic, homophonic and polyphonic textures.

FORM/STYLE

BASIC	DEVELOPMENTAL	EXTENSIONS
LISTENING		
Identify ternary, binary and theme and variation form.	Identify rondo form.	Identify sonata allegro form.
Identify the characteristic styles of selected periods of music. (Baroque, Classical, Romantic, 20th Century)	Identify the characteristic style of major works of the Baroque, Classical, Romantic and 20th Century periods.	Compare and contrast the characteristic styles of the Baroque, Classical, Romantic and 20th century periods.
Identify one composer from each of the following periods of music: Baroque, Classical, Romantic and 20th Century period.	Identify major works of the Baroque, Classical, Romantic and 20th Century periods.	
	Describe one example of each of the following musical stage productions: opera, operetta, musical comedie, ballet.	Study scores of additional examples of opera, operetta, musical comedie and ballet.
	Identify characteristics of jazz.	Listen to additional examples of jazz.

BASIC	DEVELOPMENTAL	EXTENSIONS
SINGING		
Identify like and unlike phrases in vocal compositions.		
Identify the melody line throughout vocal polyphonic music.		
Perform ternary, binary and/or theme and variation songs.	Sing simple songs from musicals.	Sing simple arias of choruses from operas and/or operettas.
Perform selections representing contrasting styles (include seasonal, folk, novelty, spirituals, patriotic, popular and traditional selections).	Sing simple jazz songs.	Sing selected songs of various historical periods and composers.
PLAYING		
Play instruments appropriate for expressing mood of a song.		
MOVING (NONE)		

BASIC	DEVELOPMENTAL	EXTENSIONS
CREATING		
Respond with answer phrase after hearing a question phrase.		
Create an example of binary, ternary, or theme and variation.	Create an example of binary, ternary and theme and variation form.	Choose a style and form; then compose a selection.
		Write a simple opera, operetta or musical.
	Improvise words and melody of a simple jazz piece.	Notate a simple jazz piece.
READING		
Respond appropriately to D.S. al fine when performing music.		
Respond to D.C. al fine when performing music.		
Label phrases as A, AB, ABA, or using other symbols, indicate like and unlike phrases.		Identify the form of a selected composition. from notation.

EXPRESSIVE QUALITIES

BASIC	DEVELOPMENTAL	EXTENSIONS
LISTENING		
Dynamics- Identify, with musical terminology, the dynamics of the music.		
Tone Color- Distinguish among the different vocal ranges. (ex. high and low)		Evaluate vocal tone qualities.
		Classify instruments according to their sounds and family.
Tempo- Identify tempo and/or tempo changes.		
SINGING		
Dynamics- Demonstrate vocally all basic* dynamic changes.	Demonstrate vocally complex** dynamic changes.	
Tone Color	Sing duets, trios, quartets and/or other ensembles.	
Tempo- demonstrate vocally, basic tempo changes. changes.	Demonstrate vocally complex tempo change.	

* Basic - see appendix
** Complex - see appendix

BASIC	DEVELOPMENTAL	EXTENSIONS
PLAYING		
Dynamics- Demonstrate instrumentally all basic* dynamic changes.	Demonstrate instrumentally complex complex** dynamic changes.	
Tone Color- Produce tones on instruments of selected tone colors.		
Tempo- Play basic tempos.*	Play selected complex tempos.	
MOVING		
Dynamics- Produce appropriate conducting movements showing basic dynamic changes.	Produce appropriate conducting movements showing selected complex dynamic changes.	
Tone Color- None		
Tempo- Produce appropriate conducting movements showing basic tempo changes.	Produce appropriate conducting movements showing selected complex tempo changes.	
CREATING		
Dynamics- Select basic dynamics for a simple song.	Select complex dynamics for a simple song.	Create an original composition with dynamics.
Tone Color- Choose instruments appropriate for expressing the mood of a song.		
Tempo- Experiment with tempo and tempo changes in a selected song.		Create an original composition with tempo changes.

* Basic - see appendix
** Compl[illegible] - see appendix

BASIC	DEVELOPMENTAL	EXTENIONS
READING		
Dynamics- Interpret dynamic markings in a selected music composition.		
Tone Color- None		
Tempo- Interpret metronome markings to set tempos in a selected music composition.	Set tempos for a selection using the metronome.	
Interpret tempo markings in a selected music composition.		

APPENDIX

SINGING	DYNAMIC		TEMPO		INSTRUMENTS
	BASIC	COMPLEX	BASIC	COMPLEX	MELODIC
All singing should include: 1. Correct singing posture 2. Breath support 3. Tone quality with open throat 4. Correct vocal diction	p piano f forte mp medium mf medium	crescendo descrendo diminuendo accent sfz pp ff	ritard andante a tempo allegro accelerando moderato fermata	adagio presto vivace largo grave rubato	orff melody bells resonator bells piano recorder guitar ukulele autoharp **Percussion** drums maracas gongs cymbals claves tambourine

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